

## King County CPPW HEAL School Nutrition and Physical Education (PE) Objectives Summary

**Total HEAL Spending in Schools Sector: \$2,785,000**

**Total Reach (enrollment of participating schools): 143,930**

**Spending per Student: \$19.35**

**Objective 1: By February 2012, nutrition standards that meet the Dietary Guidelines for Americans 2010 will be adopted and implemented by the Seattle, Renton, Highline, Auburn and Tukwila school districts, affecting at least 50% of all King County school-age children, and 85% of school-age children in the focus communities<sup>1</sup> (6 of 7 school districts in the CPPW focus communities, including Seattle, the largest school district in King County).**

**Description:** Six districts (Seattle, Renton, Highline, Auburn, Tukwila and Highline) implemented nutrition standards based on the Dietary Guidelines for Americans 2010 affecting 55% of all school-age children in King County and 98% of school-age children in CPPW focus communities. CPPW supported accomplishing this objective by creating the Nutrition Directors Task Force led by Seattle Public Schools, promoting locally grown produce in the cafeteria with the Harvest of the Month program, developing a Farm to School model program, and promoting student-led healthy eating marketing campaigns in the Renton and Auburn School Districts.

**End Status:** This objective was completed.

### **Outcomes:**

- Five School Districts in King County implemented the US Department of Agriculture's (USDA) new nutrition standards based on the Dietary Guidelines for Americans (DGA) in their school meal programs.
- University of Washington Center for Public Health Nutrition and a community school health non-profit organization provided [nine workshops](#) and one webinar on policy, systems and environmental changes in schools to improve nutrition and physical activity. They also provided continuing support to seven school districts (Auburn, Kent, Highline, Northshore, Renton, Seattle, and Tukwila) to improve specific nutrition and physical education policies that increase access to healthier foods and physical activity in school environments.
- The CPPW School Nutrition Directors Task Force developed marketing materials for schools to use to promote new/changed foods offered in the school cafeterias to bring school meals in line with DGA 2010. The "[What's New in School Meals](#)" materials packet included: a generic Letter, talking points, FAQs, and a poster. The CPPW participating schools as well as school district members of the Puget Sound Purchasing Cooperative (membership consists of 100 districts) used these materials.

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<sup>1</sup> King County CPPW selected a group of focus areas in South Seattle and South King County based a need index that included the proportions of population with income below 200% of federal poverty level; that were non-white, and that were physically inactive, not consuming 5-a-day, obese, and diabetic. The focus communities had a combined population of 652,000, or 35% of the county total during CPPW.

- CPPW partners developed '[Washington Grown](#)', a harvest of the month program. Five King County school districts used the program and it is also available on-line to all Washington State School Districts.
- Seattle Public Schools Nutrition Services Department partnered with the [Tom Douglas Group](#) to develop 8 new recipes for the breakfast and lunch program which over a 1,000 students and family members provided feedback on after a taste testing.
- Farm to School in the Kent School District purchased \$140,000 of produce from eight local farms, which was 28-30% of the total produce budget in 2011-12. The purchases included 35 different kinds of local produce. A new [Farm to School website](#) and implementation [toolkit](#) was created by the Washington State Department of Agriculture (WSDA) and a Kent high school student intern.
- The Washington Sustainable Food and Farming Network and Washington State Department of Agriculture (WSDA) produced a [School's Guide to Purchasing Washington-Grown Food](#) to support schools in implementing the new USDA food procurement regulation.
- Auburn School District and Renton School District developed student-led media campaigns for healthy eating and active living, which reached 28,919 students. In Renton, a newly formed Nutrition Council with student members from three high schools developed a media project called, "[Healthy is Happy](#)" with the tag line "Wish you could change for the good?" Digital menu boards were installed in 20 schools to post daily menus and highlight items meeting nutrition standards. Auburn School Distributive Education Club of America (DECA) students developed the "Commit to Fit – TEAM AUBURN" campaign in which 4,000 students tracked their healthy eating and physical activity on-line. DECA students presented the campaign at student assemblies, administrative meetings and to the Auburn School Board.
- , An 8-hour Washington School Nutrition Association certified training about how and why to cook with whole foods, [Discover. Cook. Nourish](#), was developed and implemented by the [Auburn School District](#). Over 500 school food service cafeteria staff completed the training which included PowerPoint presentations, hands on food preparation of breakfast, lunch and snack recipes and a comprehensive notebook with 30 recipes and nutrition background information about the benefits of whole foods compared to processed foods.

**Key Contributors to Success:** Most of the CPPW school districts were working toward implementing higher quality nutrition standards for several years. The CPPW nutrition and physical activity trainings accelerated progress by providing opportunities for networking and led to collaborative work through the CPPW funded Nutrition Directors Task Force. The Task Force provided a strong support system to help school districts to meet the new USDA nutrition standards.

**Impact on Disparities:** All of the CPPW school districts serve communities which have the highest health disparities in King County. Most of these school districts have over 50% of their students eligible for free or reduced school meals.

**Challenges:** The new nutrition standards were released late by USDA, which significantly reduced the time available to make changes and to develop the marketing campaign to promote the new school meals. In addition, one of the major challenges school districts faced in implementing the new nutrition standards involved product availability from vendors. The school nutrition directors worked closely with the vendors to identify products that students would accept and that met the nutrition standards.

**Lessons Learned:**

- Student involvement in developing media campaigns for healthy eating and active living was a key factor to developing a successful marketing message and increased the sustainability of the campaigns.
- The CPPW trainings provided School Nutrition Directors with information on best practices and resulted in establishment of strong working relationships. These relationships facilitated the efficient and cost-effective implementation of the school meal changes through development and use of similar education materials over multiple districts.
- Working with school districts is sometimes challenging when trying to match grant timelines with school year availability of staff and students. School districts have periods of time during the year that are particularly busy such as testing weeks, beginning and ending of school years, and right before school breaks. These periods should be taken into consideration for strategic planning.
- The public health staff person managing the school district projects had existing relationships with the districts as well as an understanding of the systems in the school districts. These assets were critical for meeting this objective.

**Objective 2: By March 2012, physical education (PE) curricula will be adopted and implemented by the Seattle, Auburn and Tukwila school districts which meet Washington State standards in both quality and quantity (requiring that students are active at least 50% of class time and that PE classes are delivered by teachers trained and certified to teach PE).**

**Description:** Seattle Public Schools, Tukwila and Auburn School Districts were funded through CPPW to adopt and implement a high quality, culturally appropriate PE curricula. CPPW provided funding for curricula selection, PE staff training, PE equipment purchases, curricula implementation, and mapping the K-12 curricula to the Washington State Office of Superintendent of Public Instruction K-12 Health and Fitness Learning Standards.

**End Status:** This objective was completed.

**Outcomes:**

- The Auburn, Tukwila and Seattle School Districts selected and implemented culturally appropriate, standards-based, high quality physical education curricula and purchased necessary equipment. This impacted 63,000 students.
- Tukwila School District held a successful family event night for English Language Learners (ELL) parents in which PE teachers worked with interpreters to share the new physical education curriculum and explain the importance of having their children stay fit. Over 70 people attended the event. Parents participated in some physical activities that their students were learning in the new PE classes.
- Through CPPW, the Seattle Public Schools initiated an annual [Physical Education Community Forum Showcase](#).

**Key Contributors to Success:** Auburn, Tukwila and Seattle School Districts all had CPPW project coordinators who were highly experienced in PE. The PEPE staff in these districts were excited about using CPPW funding to improve their programs.

**Impact on Disparities:** The districts funded to select and implement high quality K-12 PE are located within the cities in the CPPW focus area.

**Challenges:**

- The Auburn and Tukwila School Districts had not reviewed and or made changes to their PE curricula for about 20 years.
- PE teachers are used to doing what they have done in the past and engaging them in improving PE curricula and implementing curricula changes was initially challenging.
- One of the major challenges was the short time-frame for the grant period. Schools had only 18 months to complete the work.

**Lessons Learned:**

- Purchasing and tracking equipment purchases was a challenge in all 3 districts.
- It is important to engage PE staff from the beginning of the process of selecting and implementing new PE curricula.
- Staff training on the new PE curricula is an important part of successful implementation.
- New equipment required to implement the new curricula is essential for successful implementation and sustainability.
- Sending PE teachers to a Fitness Conference was a good learning experience for the PE staff, who had never attended the conference previously.
- The sound systems purchased with CPPW funding improved the classroom management significantly since students were able to easily hear teacher's instructions.



**Objective 7: By May 2011, 15 focus community schools (elementary, middle and high schools) will implement Safe Routes to School (SRTS) programs and 20 schools in focus communities that have not previously applied for SRTS funding will submit applications to the Washington State Department of Transportation and other funders.**

**Description:** The [Bicycle Alliance of Washington](#) (now Washington Bikes) assisted 15 schools in 6 school districts (Auburn, Kent, Renton, Tukwila, Highline and Seattle) with implementing SRTS policies, systems and environmental changes and produced final reports for each school identifying the prioritized infrastructure and improvement projects around schools in coordination with their respective city government.

**End Status:** This objective was completed.

**Outcomes:**

- Safe Routes to School program was implemented in fifteen schools in six school districts serving 124,000 students.
- Walking audits and reports, baseline surveys, walking maps, and encouragement (kick-off) events and other activities occurred at participating schools.
- Five school districts sent PE teachers to a two-day Office of the Superintendent of Public Instruction-approved training on bicycle/pedestrian safety for 4<sup>th</sup> and 5<sup>th</sup> graders.
- Six out of fifteen SRTS participating schools implemented some form of infrastructure changes, including changing crosswalk locations, building walkways, extending sidewalks, and trimming vegetation to make sidewalks accessible.
- For capacity building, The Bicycle Alliance invited guest speakers to monthly meetings to train district representatives on safe routes to school implementation, including working with law enforcement, pedestrian and bicycle engineering, increasing access to bikes and helmets for low-income students, and outreach to underserved communities. The Bicycle Alliance hosted two successful workshops for district and city staff- the first was on Safe Routes to School Policies and the second was on grant writing for Safe Routes to School Grants and funding sources for bikes and helmets for low-income youth. Both speakers were from the Safe Routes to School National Partnership.
- Schools made sustainability plans, including:
  - Continued meetings were planned to ensure sustainability of SRTS work between the Tukwila School District and the City of Tukwila. Meetings will include staff from human services, public works, law enforcement, Community Schools Collaboration (a non-profit), School District Student Services, and the Bicycle Alliance of Washington.
  - Two schools are planning to repeat their walk-to-school days.
  - The Highline School District Transportation Office will begin meeting regularly with city staff in Burien, SeaTac, and Des Moines to discuss Safe Routes to School planning. The City of SeaTac has built on the connections developed through the grant and holds regular community engagement activities at low-income schools in partnership with the district. One elementary school will be continuing to promote walking and biking to school as part of a grant they obtained through ING (a financial services company) and the National Association for Sport and Physical Education.
  - One of the Auburn School District schools purchased a set of bikes for to allow it to repeat the Bike/Pedestrian training program for its students.

**Key Contributors to Success:** The Bicycle Alliance of Washington (a sub-contractor) hired a full-time staff to coordinate the SRTS project with the six school districts. The staff was an experienced planner with exceptional organizational and interpersonal skills which contributed significantly to the success of the CPPW SRTS project. Additionally, readiness for the SRTS program by the school districts was evident based on their interest and responsiveness to participating in the walking audits and school SRTS kick-off events. These events had participation from school administrators, parents, students, law enforcement, city planners, city transportation and school board members from the focus communities. The overall King County CPPW media campaign, “Let’s Do This,” included a [Safe Routes to School](#) video to promote the importance of informing parents and their children about why walking and biking to school is recommended.

**Impact on Disparities:** SRTS work occurred in CPPW focus communities, described previously in this summary

**Challenges:** There were many scheduling challenges working with six school districts. Some of the scheduling challenges included: getting schedules for all of the walking audits and teacher trainings; coordinating moving three trailers (30 bicycles in each trailer) to fifteen different schools during the eighteen month grant period; and getting all of the PE teachers signed up for the two-day bike/pedestrian training classes. Also, storage of the trailers with the bicycles was difficult since the trailers were broken into several times and required repair work. Another challenge was staff turnover. For example, three different project coordinators were hired by one school district’s sub-contractor who was a small non-profit community partner. Finally, each district had different needs and barriers to implementing successful SRTS programs, requiring tailored technical assistance for each one.

**Lessons Learned:** It was challenging to work with six school districts that have different administrative requirements. In the future it would be easier and more efficient to focus on several districts with schools in closer proximity for scheduling walking audits, events and moving the bicycles and equipment to different locations.

